1897

The Normal College News, December 9, 1897

Eastern Michigan University

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The Normal College News.

DECEMBER 9, 1897.

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HUGH E. AGNEW

Elected by their Organizations.

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ATHENEUM
ADELPHIC
CRESCENT
MOCk CONGRESS
S. C. A.
N. C. A. A.

General Educational Items.

GRACE I. SHAW

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Any book wanted supplied on short notice.
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THE NORMAL COLLEGE NEWS.

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The One Great Standard Dictionary,
So writes Hon. D. J. Brewer,
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PHONE 31.
The normal school, as an institution, exists for a specific purpose. Its right to continued existence depends on the measure in which it accomplishes this purpose. The accomplishment of its purpose depends mainly upon the nature of its courses of study and instruction. These courses must be peculiar to the institution and must consequently be different from the courses of any other school. They must be professional in the same sense in which the studies and instruction of a school of law, or of medicine, or of mining are professional. The term professional simply indicates that the studies pursued and the instruction given have direct reference to the purpose for which the school has been established. Studies common to all classes of schools, both in matter and in mode of treatment, cannot be regarded as professional. Any study may be made professional, to a considerable degree, when it is pursued for a special purpose and is taught in a peculiar way determined by the special object in view. For example, chemistry is taught in the general course of a college, and as so taught is in no sense a professional study. The same science as studied and taught in the school of medicine or pharmacy may be properly regarded as professional. Any fact must be kept in mind in estimating the amount of professional instruction given in any technical or professional institution. In such institutions a considerable portion of the instruction, which appears on the surface to the general rather than special, is in fact the very best kind of professional work.

In treating of the development of professional instruction in the normal school, work of this sort will, of necessity, be left out of consideration, although it might fairly be claimed as at least semi-professional, if not altogether so.
that it has been, for the most part, along the lines indicated by Mr. Stowe. The beginnings were very humble and unpretending; the progress, though slow and sometimes painful, has been as rapid as could have been anticipated considering the difficulties in the way and the obstacles to be overcome.

The first normal school in the United States was opened in July 1839, at Lexington, Massachusetts. In 1844 the school was removed to West Newton, and in 1853 to Framingham, where it is still prospering. At the opening no prescribed course of studies had been prepared. Mr. Pierce, the first principal, said of the work done at that time, "nearly thirty years' experience in the business of teaching, I thought, had given me some acquaintance with its true principle and processes, and I deemed it no presumption to believe that I could teach them to others. This I attempted to do in the normal school at Lexington, (1) didactically, that is, by precept in the form of familiar conversations and lectures; (2) by giving every day and continually, in my own manner of teaching, an exemplification of my theory; (3) by requiring my pupils to teach each other, in my presence, the things which I had taught them; and (4) by means of the model school where, under my general supervision, the normal pupils had an opportunity both to prove and improve their skill in teaching and managing schools." A consecutive course of instruction was soon arranged which included the usual common school branches, most of the studies of the academy or high school of that time, and in addition mental philosophy, so-called, vocal music, the constitution of Massachusetts and of the United States, the principles of piety and morality, and the science and art of teaching with reference to all these studies. It will be observed that the amount of strictly professional instruction was very small. The requirements for admission were, of necessity, low.

The development of the professional work of this school and of the requirements for admission may be seen by reference to the latest catalogue of the institution.

It is stated that "Candidates for admission must have attained the age of seventeen years complete, if males, and sixteen years, if females; and must be free from any disease or infirmity which would unfit them for the office of teacher; must present certificates of good moral standing, give evidence of good intellectual capacity, and be graduates of high schools whose courses of study have been approved by the Board of Education, or must have received the equivalent of a good high school education."

The courses of instruction are (1) a general two years' course, and (2) an advanced course of two years for graduates of colleges and of normal schools. The general course includes, psychology, history of education, principles of education, methods of instruction and discipline, school organization, school laws of Massachusetts, and methods of teaching all the branches usually taught in the graded and high schools, together with observation and practice in the training school, and observation in other public schools. Physical culture and manual training are also required.

The advance course, in addition to the requirements of the general course, provides for instruction in methods of teaching the higher English branches, French, German, Latin and Greek. Academic instruction, in the usual sense of that term, is reduced to a minimum.

The design of the school is briefly stated to be to give,

3. A study of psychology, for the purpose of ascertaining true principles and good methods.
4. A practical application of these principles and methods in teaching.
5. A high estimate of the importance and responsibility of the teacher's work, and enthusiasm for it."

The Michigan State Normal School opened its first regular term on March 29, 1853. Two courses of study were arranged, (1) An Eng-
lish course of two years, and (2) a classical course of three years. An examination of these courses reveals the fact that they differed only slightly, in subject matter, from the courses of the academies and high schools of that period. Only a small amount of distinctively professional instruction was provided for. Intellectual Philosophy, or Psychology as we now name the study, was taken up near the close of the course, and was taught more as an academic than as a professional subject. The lectures, given during the last term, upon the Theory and Practice of teaching formed a large part of the direct professional instruction. In addition to this, however, the reviews of the common branches were conducted with constant and special reference to methods of teaching them, and thus became professional in the best sense of that somewhat ambiguous term. One acquainted with the conditions which surrounded the normal school in its infancy will not be inclined to criticise the managers and teachers of the institution for the very limited amount of strictly professional work offered in its courses. A school of forty or fifty years ago should not be judged by the standards and demands of today. Let us trace briefly, for a period, the development of the professional side of the institution, without going into too minute details and descriptions.

At the end of the first five years the professional instruction is described as follows:

1. **Specific instruction to all classes in the normal school in the best methods of teaching the various studies usually pursued in our schools.**

2. **Oral instruction in schoolroom duties, given to the B and C classes.** [These were the two lowest classes.]

3. **A course of familiar lectures on the science and art of teaching, given to the D class.**

4. **Practice in teaching in the model school by the E class.** [Junior class.]

5. **Instruction in the Philosophy of Education, given to the senior class.**

In addition to the above, lectures were given each Sabbath afternoon before the whole school on methods of teaching the Virtues; and a course on the laws of health was given to the B class. Wayland's Intellectual Philosophy was studied, in the senior year, with reference to its applications to education. Familiar lectures and conversations were given upon other professional topics.

A fair degree of progress had evidently been made during these years of tentative work.

Various changes were made, year by year, up to 1863, ten years after the opening of the school. At that time a pretty complete revision of the whole curriculum of studies and instruction took place. A circular was issued giving the new courses and the reasons for the changes. Just at this time the system of instruction by "Object Lessons," so-called, was exciting much interest and attention. The work was largely "Nature study" under another name and with considerable lack of definiteness in its purposes and methods. Nevertheless, like all similar movements, it left behind some highly valuable results.

Two courses of study were arranged, one called the "Normal Training" course, occupying a year and a half—subsequently two years—and a higher normal course, occupying two additional years. The design as stated was that one-third of the entire time, in both courses, should be given to subjects strictly professional; and that professional work should occupy two-thirds of the time of the senior year of the advanced course. It will be seen that a large increase of professional work was contemplated by the new departure. These courses underwent modifications, of greater or less importance, during the next five years. At the end of that time, which may properly be called the close of the first period in the life of the school and which brings us to the school year 1868-9, the courses had assumed a tolerably definite form.

The nature and extent of the professional work will be best understood by quoting, with some condensation, the language in which it was described and explained. "Professional instruction given in the normal school," it was said, "consists of methods of teaching spelling, reading, arithmetic, geography,
grammar; generally whatever is taught in classes is given with reference to the best methods of teaching it, together with the pedagogic axioms applicable to each step, by which to test the correctness of the methods, as, for example, the educational principles relating (1) to a thorough knowledge of the subject; (2) to presentation in logical order; (3) to the pupil's degree of maturity and of self-activity; (4) to progress from the known to the unknown, from the easy to the difficult, from the simple to the complex, from single to the combined, from concrete to the abstract, from empirical to the rational, etc.

In further explanation of special professional instruction, it was stated that, "for convenience, classes were designated by letters; A and B denoted preparatory classes; C the class of the first year, of the regular normal course, D the second year, E the third and F the fourth. Special professional training began with the C class and consisted, (1) of Instruction in the elements of physical education including the matter of hygiene so far as food, exercise, rest, sleep, and habits were concerned. (2) Intellectual education. Under this head were discussed the general divisions of the faculties of the mind; the order and means of their development and training; the three natural periods of intellectual growth and development, childhood, youth, and early maturity, with the forms of mental activity developed in each period. Special attention was given to the preceptive powers and to the nature and purposes of elementary instruction and the best means of securing the desired ends.

Instruction in the proper training of the perceptive powers was continued in the D class. Pupils were required to prepare developing lessons on animals of various kinds; on trees, shrubs, bushes, vines, flowers, grains, vegetables, fruits, nuts, seeds, etc., also on air, water, rain, snow, vapor, steam, dew, frost, etc. The use of objects in teaching language and numbers and of stories in early education was explained and illustrated."  

Instruction was provided in respect to the organization of schools, principles of classification, discipline, management and government; on the relations of teachers to pupils, to parents, and to society generally, and on moral and religious training in schools.

Teaching in the experimental school, under the supervision of experienced critics, was required of members of both D and E classes. Lectures were given, as time allowed, upon the history of education, Oriental, Classic, and Modern.

Instruction was given to the senior class upon the Philosophy, or science, of education, based upon a knowledge of the mental powers and upon a careful analysis of the activities of these powers.

Effort was made also to determine the peculiar culture required by each form of psychical activity, and the studies best calculated to produce this culture. The immense importance of the sensibilities and the will was recognized and the modes of giving proper development and culture to these were considered. Moral development and training, the cultivation of conscience and the subject of practical ethics were made matters of instruction.

This sketch brings us, as already indicated, to the close of the first period of the history of the school, and shows the progress which had been made, during that period, in the development of the professional work of the institution. Considering the conditions surrounding the school, and the fact that all efforts at improvements were, of necessity, largely tentative in their character, the progress may be regarded as fairly satisfactory, not all that could have been desired indeed, but all that could have been reasonably expected.

The necessary limits of this article does not permit us, at the present time, to trace the development further on into the next period, a period which was characterized by many radical experiments and changes.

A kind heart is a fountain of gladness, and making in its vicinity freshened into smiles.—Irving.
A LETTER.
   W. H. CHEEVER.

TH IS is Thanksgiving and my thoughts
naturally go back to my home at Ypsilanti
and the Old Normal. I feel very thankful to
the men and women whose high ideals, right
living, broad scholarship, and earnest symp-
athy were such a help to us in school days.

I think I realize more and more, as the
years go by and I more fully comprehend
what it means to be a teacher, the debt I owe
to the men and women, living and dead, who
were my teachers in the Normal.

I wish I dared to hope that I might giYe to
others a little of what I received from them.
I know the same ideals exist today among the
Normal teachers, and it makes me hopeful for
the future of our Nation.

The Milwaukee Normal differs from the
other six normals in the State in that it has
but a two years' course and no preparatory
department. Graduation from a four years' high school course, or its equivalent, is re-
quired for admission. Fifty per cent of its
enrollment is from the Milwaukee high schools
and about an equal per cent finds employment,
after graduation, in the city schools.

This year for the first time students are of-
ered an additional year's course. The aim of
this added year's work is to enable the student
to specialize, to some extent, for work in
higher mathematics, the languages, school
principalship, school superintendent, grammar,
and primary school work.

Our enrollment in the senior and junior
classes is 375.

Some features of our normal work differ
from those of the M. S. N. C.

Our opening exercises are held in the after-
noon. No devotional exercises are conducted.
The city schools permit our seniors to do
practice work in them. We have no campus
and so our boys think it brutal to play foot-ball
and are driven to basket-ball.

Many of our students are of foreign birth
and we need to constantly emphasize the lan-
guage training.

Each member of the faculty writes out in
advance his lesson plan for the week. This is
done as a model for the student teachers, and
also to keep prominently before the students
the pedagogical side of their lessons.

My work in the school is mathematics, civil
government, and economics.

I teach four days each week, but nearly
every Friday and Saturday in the year I go to
different parts of the state, conducting teach-
ers' institutes.

There are two kinds of institutes in Wiscon-
sin, state and county. The former is paid for
from a state fund. Each teacher who is ex-
amined by a county superintendent pays to him
$1.00 as an examination fee. The fund so
collected is controlled by the County Superin-
tendent and constitutes the source from which
the county institutes are paid. There is a
greater number of institutes held in this State
exclusively for city teachers than in Michigan.

Many of the County Superintendents use their
fund to hold local day institutes in the county.
This is very valuable in creating a good local
educational sentiment.

The "Knapsack" has sung its way into al-
most every county in the State.

We have no school paper as yet, but the
"News" finds its way each week into our
library, and sentiment is crystalizing which
will in the near future result in a publication
which the "News" will be proud to have
upon its exchange list.

Milwaukee Normal students, and faculty,
extend to Ypsilanti Normal, students, and
faculty, greeting and best wishes for continued
and deserved success.

THE SEWELL HOUSE.
   M. B. P.

EARLY last summer there was destroyed
one of Massachusetts' many interesting
old houses. This time it was fire, and not the
so-called progress, which worked the destruc-
tion. The Sewell house stood in what used
to be the second precinct of Woburn, but is
now called Burlington. There were some of
New England's beautiful old trees about it,
but no buildings near, except the ancient meet-
ing-house on the hill. The house was of historical interest, both because of the people who had been within it, and the relics of past times possessed by its owners.

Its most distinguished visitors were probably Samuel Adams and John Hancock on the morning of April 19, 1775. The object of the British, in the march to Concord was twofold, to secure the stores, and to seize these two most dangerous rebels, who having found Boston an unsafe place, were on April 18th at the home of Rev. Jonas Clark in Lexington. Being delegates to the Continental Congress, Hancock and Adams expected to start soon for Philadelphia. Mr. Clark's house, which stood but a few rods from The Common, was guarded that night by eight men. The alarm being given, the two patriots went in the night through the fields to Burlington, and in the early morning took breakfast at the Sewell house, then occupied by Madame Jones, widow of the Rev. Samuel Jones. Dorothy Quincy, whom Hancock married during the year, was at the time visiting at the Clark house, and with Revere accompanied the fugitives. Revere, having seen his friends safe, returned, and a little later an alarm was given. Hancock and Adams were led by a cartway to a corner of Billerica, where, as is said, they dined on salt pork and potatoes served in a wooden tray. When you look at Hancock's portrait, you feel sure he much preferred his comfortable entertainment at the Sewell house to such picnic fare. However it was not a time to be over particular, for he was one of those whose offenses, Gen. Gage said, "were of too flagitious a nature to admit of any other consideration than that of condign punishment."

Among the cherished possessions of the Sewell family have been the table and china which did service at this early and hasty meal. The table was what, I believe, is called a thousand-legged table; and the cups and plates would have filled the soul of the china-hunter with envy. The room where the meal was served seemed to have suffered little change in the hundred and twenty years.

Another revolutionary treasure in this home was a silver porringer of Paul Revere's workmanship. Most people think of Revere as a man who took midnight rides, and forget that in ordinary times he was an engraver and silversmith of no mean ability.

The Sewell family have been worthy of mention, not simply for their friends or their possessions. One of the old portraits in the hall was that of Chief Justice Sewell of Salem witchcraft fame. The face looked like that of a man who could do what he thought to be right, no matter how painful the task, and would also have courage to face his fellow citizens and acknowledge that what he had believed to be right he then knew was wrong.

I have mentioned only a few of the many things of historic interest in that old New England home. It had never been a show home, but through friends I had the pleasure of visiting it in the summer of 1896. As we were leaving the place something happened which seemed suited to the surroundings. A young boy of the family came up from a neighboring field bringing a turtle which he had just found. On the shell were carved the initials of the lad's father, and a date of thirty years ago. I concluded that children near Boston even had ancestral turtles to play with.

When I knew of the burning of the home and many of its treasurers, I felt that those interested in American history had suffered a real loss, and would join me in sympathy with the owners.

A little boy was seen burying a letter in the earth. When the boy had left the place of burial, the spectator unearthed the letter which read as follows: "Dear Devil,—Please come and get aunty. I can't stand it to live with her much longer."

The mysteries of nature and humanity are not lessened, but increased, by the discoveries of philosophical skill.—Talfourd.

Two men have failed from defect in morals where one has failed from defect in intellect.

—Horace Mann.

Subscribe for The Normal College News.
No longer should the thought of entering the Training School be the bane of the Senior's life; nor is it so, except now and then in the case of a Senior, deluded by the traditions of the past, who still believes that the Training School is a place where the student teachers are worried by the pupils and mercilessly criticized by the critic teachers. Nothing indeed, could be farther from the truth, than this statement. It is quite universally regarded by the members of the present class, that their work in teaching is not only one of their most fruitful courses, but is also one of their most enjoyable duties of college work.

Prospects seem bright for the Senior Class of '98. A meeting was called last Saturday morning at 9 A.M. It was decided that the fund left by the Junior Class of '97 be appropriated for the use of the Senior Class. A committee was appointed to draft a constitution. After a few remarks, wise or otherwise, made by two or three members of the class, the body assembled was adjourned to meet again on the following Saturday to adopt a constitution.

A hearty co-operation on the part of every senior cannot be emphasized too much. It is every senior's duty as well as privilege to support the class of which he is a member. It is sometimes argued by seniors that they cannot afford to pay the required class fees. Yet this seems questionable, when in the case of many seniors, taking the above stand, economy is not practiced in needless, small expenditures. The gain in such investments is certainly of less value to the senior than that of an active membership in his own class organization. The point then is not a question of economy, but of college spirit, without which no student can hope that pupils under his guidance will be interested in their school organization. Then the tables will be turned. The student in the capacity of teacher must be the inspirer of school spirit. Why not practice for the future?

It is not assumed that the Senior Class of '98 is in need of the above sermon, but ye editor must grind out his bi-weekly editorials.

The leading article of the next issue will be given by Prof. Ingraham on "Courses of Reading in the High School and Higher Grades."

A medical school for women has lately been established in St. Petersburg.


The seventh International Congress of Navigation will be held at Brussels during July of next year.

Harvard University looses an eminent, scholarly, and noble worker in the death of her librarian, Mr. Justin Winsor.

Philadelphia has 11,461 pupils in attendance at night schools under the instruction of eighty principals and 420 assistant teachers.

On November 2, a new university was opened at Jassy, Roumania. The king and queen of Roumania made addresses.

Chas. Scribner's Sons have entered the arena of high school text book manufacture. Henry M. Echlin is the manager of their western office, 334 Dearborn Street, Chicago.

It is announced that Mr. Walter Wellman intends to make another visit to the Arctic regions next summer. He proposes to sail from Bergen in June, and will start from Cape Flegely in 1899 toward the Pole.

The N. E. A. meeting will be held in Washington, D. C., July 7-12, 1898. Railroad rates will be one fare for the round trip, plus $2.00 membership fee. Tickets will be good until the last day of August, thus giving ample time for sight seeing and side trips.

Rockefeller Hall, the new $100,000 recitation building given to Vassar College by Mr. John D. Rockfellow, was dedicated on November 19. Dr. G. Stanley Hall, of Clark University, gave an address on "A Few Tendencies in College and University Education."
A delegation of American women will assemble in Washington on December 14th to devise plans for arousing public sentiment in favor of a national university. They propose to erect an administration building at a cost of $250,000 to serve as a nucleus for the university, the cornerstone of which is to be laid on February 22, 1899.

Professor Henry Calderwood, who has been professor of moral philosophy in the University of Edinburgh since 1868, died on November 20th, being sixty-seven years of age. He was the author of numerous publications on education and philosophy, among the most important of which was the "Relations of Mind and Brain," one of the first systematic treatises on physiological psychology.

CONSERVATORY NOTICES.

It is announced that a rare treat is in store in the coming of Wm. H. Rieger, tenor, who appears, December 15, in Normal Hall.

The recessional, played by Prof. Pease every Friday at chapel, always inspires an audience of music lovers, who linger till its close.

Miss Bethiea Ellis sang "The Better Land" at chapel last Friday, with exquisite taste, and a great deal of expression. Prof Pease accompanied on the organ.

An instructive and entertaining address on "Songs" was given on Wednesday afternoon at the Normal Conservatory, by Mrs. Frederic H. Pease. A number of charming songs were given to illustrate the different points made.

The Normal Chorus, under the direction of Prof. F. H. Pease, is working enthusiastically on the music to be presented at the concert in February. The subjects are: "Scenes from Olar Trygvasson," the drama by Bjornson with musical setting by Grieg, and the lovely "Loreley," by Mendelssohn. The music of "Olar" is especially striking and novel. Mrs. Genevieve Clark Wilson has been engaged as soloist. The Detroit Philharmonic Club and Mr. Frederic L. York, organist, will accompany.

NOTES.

Miss Wise spent her vacation in Chicago.

Miss Bacon spent her vacation in Pontiac.

Miss Mann spent her vacation at her home in Concord.

Four dozen new chairs have been placed in the Library.

Miss Jella Starks was in Albion, during her Thanksgiving vacation.

Nearly two hundred students spent Thanksgiving vacation at home.

Pres. Boone did institute work at Romeo last Thursday and Friday.

Prof. W. H. Munson, Hillsdale College, visited the Normal, Nov. 29.

Prof. Pease and wife spent Thanksgiving in Toronto with their daughter.

Mrs. Millard, nee Miss Thurston, '96, and husband visited the Normal, Nov. 3.

Miss Mamie Knolls is doing student teaching in the third hour gymnasium class.

Three very successful rehearsals of the "Merchant of Venice" have been given.

About seventy new wands have been added to the apparatus of the woman's gymnasium.

Several Detroit teachers have asked Mr. Kennedy to form a class in black-board sketching.

A. H. Murdock, '97, Prin. at Dearborn, spent Thanksgiving with his (brother?) arm of honor.

Messrs. Wilson and Simmons, members of the State Board of Education, visited the Normal, Dec. 4.

Prof. McFarlane and Miss Marsh assisted in conducting an inspiration institute on Nov. 26 and 27, at Hillsdale.

Miss Genivieve Walton gave a lecture at the Ladies' Library building, Dec. 4, on "Some Great Book Men."

Delmer H. Traphagen, who lately took charge of the Emerson Ward School at Owosso, is very ill with typhoid fever.
Rev. Van Slyke, secretary of the Western Seamen's Friend Society, spoke in the interest of the above organization at chapel, Nov. 30.

A poster exhibit has been placed in room 14, Miss Hull's drawing room. Exhibits of this kind will be made several times during the year.

Miss Pearce, in grammar class: 'To illustrate this construction, take the sentence, 'I dressed myself.' The verb dressed here takes a very peculiar object.'

Henry Straight, who has been out of the Normal on account of the death of his father, returned to play in the Thanksgiving foot-ball game, which ended so disasterously for the Normal Eleven.

It is reported that Prof. Garciareson intends to travel with an opera troupe next year, and in view of this has resigned his position at the Normal. The resignation will take effect at the close of the present school year.

Mr. Longman went home Thanksgiving. He evidently went where he, or she, or probably both, kept late hours; for the nap he took on the train, coming back, lasted beyond Ypsilanti to Detroit. It is not known whether he 'fooled it back.'

After receiving seven copies of THE NEWS, the following lines of comfort were sent to the business manager: 'THE NEWS is sent me without my subscribing for it. If it is sent complementary, all right, if not, I wish it discontinued. My room-mate takes it.'

"Harry Luttenton rode his wheel home over the rough roads. This was a very proper thing for him to do, for a hundred mile ride on these roads will be good exercise preparatory to riding 'The Toastmasters goat upon his return.'" So says ye editor of THE NEWS.

The Pedagogical Club met, Nov. 23. Papers on Sociology in the school room were read by Miss Abbie Roe, Miss Mary Putnam, and Mr. L. L. Jackson. Dr. Boone opened the meeting with an explanatory outline of the work on Sociology to be followed during the two succeeding sessions.

The basket ball fever seems to have attacked the freshmen of the gymnasium with more than usual violence. There are some half dozen special games for each department during the week. Thus far Miss Grosvenor and Miss Flaherty, with their teams, have gained the greatest number of victories.

J. F. Selleck was in town during Thanksgiving, visiting friends and cursing some members of the staff for 'erroneously' stating that he was married. Whether he now regrets that the report was 'erroneous' or simply that it was reported, we can't say; if the former, we offer our sympathy; if the latter we apologize.

George Cooley, '96, Supt at Middleville, writes: "Through our efforts we are to have a lecture course here, the first lecture will be for the benefit of our school library. We have secured some excellent lecturers, among whom I would mention Pres. Boone, Prof. Goodrich of Albion, and the Schuman Quartette of Grand Rapids.

On the evening following the second day's session of the State Teachers' Association to be held at Lansing, Dec. 28-30, will occur the usual Normal reunion. The ladies of the Baptist Church will furnish the supper, after which will follow an informal, social meeting in the church parlors. Mr. Pattengill will be on hand with a new stock of fun.

Owing to the inclement weather, the poor condition of the Normal eleven, and the superior team work of the Kalamazoos the former were beaten by the latter on Thanksgiving Day by a score of 16 to 0. Because of the rainy day the N. C. A. A. ran behind about sixty dollars. An exhibition will soon be given in the gymnasium for the benefit of the Athletic Association.

Mr. Garrett P. Serviss, stereopticon lecturer, gave his celebrated "Spain, the Alhambra and the Footsteps of the Moors," in Normall Hall, before a large audience, who felt more than repaid for having braved the inclemency of the weather. He was most ably assisted by Mr. Fred. A. Gorton, of the Physical Science...
Department, who manipulated the Normal lantern with his accustomed skill and ease.

A Thanksgiving program was given in the chapel hall of the Training School by the grades on Nov. 24. The exercises were opened by the pupils giving the flag salute, followed by "America," scripture reading, and prayer. Various selections in song and recitation were given by the pupils. A pantomime was given by the fourth and fifth grades. The exercises were concluded by an address delivered by Pres. Boone.

Ex-Principal J. M. B. Sill has returned home from Korea. He had shipped a case of images, which are unique and have never before been obtained to send out of Korea, for the museum of the U. of M. These images are about fourteen inches high and represent a Buddhist priest and his attendants on their way from Korea to Ceylon to bring back copies of the sacred books. Another case contains two Korean ziggies, one of which is for the M. S. N. C.

Through the continued efforts of Prof. McFarlane an exhibit, showing the plan and sequence of the Prang Course in Art Education, has been obtained and now may be seen in room 7. The exhibit also shows what results may be obtained along the recognized lines of art expression by following this course under ideal conditions, and it illustrates how drawing and color may be utilized in connection with nature study and other school subjects.

Among the visitors of Thanksgiving week at the M. S. N. C. were John Everett, of Grass Lake; Miss Libbie Baker, of Hillsdale; W. H. Chapman, of Adrian; Miss Alice Johnson, of St. Clair; Ray Steele, of Farmington; Irving Cross, of New Buffalo; Herbert C. Tooker, of Coldwater; Miss Watters, a sister of Foot-ball Ben, and Miss Hunter, a friend of Miss Watters, both of Orion; Miss Gertrude Robbe, of Oak Park, Ill., and J. B. Harris, of Hartland. The Misses Lois McMahon, Minnie Watters, Grace Otis, Tinne Thompson; Messrs. Mast, Holland, Marshall, George, Wilber, and other Normalites now attending the U. of M., visited the Normal Nov. 24. They report over sixty former Normal students in the U. of M.

The following are some of the recent acquisitions to the Library:

- Warner, C. D., ed. Library of the world's best literature
- Willey and Lewis, ed. Harper's book of facts
- Sears, J. History of oratory
- Dixon, C. A. Comprehensive subject index to prose fiction
- Russell, R. Guide to British and American novels
- Monroe, W. S. Bibliography of education
- Hall, G. S. Story of a sand pile
- Adam, W. Theories of history
- Bolles, A. S. Industrial history of the U. S.
- Porter, L. H. Constitutional history of the U. S.

Timbs, John... Abbeys, castles, and ancient halls of England and Wales, 3 v.
- Abbott and Campbell... Life and Letters of Benjamin Jowett, 2 v.
- Waliszewski, K... Peter the great
- Cournot, A... Mathematical principles of the Theory of wealth
- Fenkner, H... Arithmetische aufgaben
- Perry, J... Calculus for engineers
- Scott, R. H... Weather charts
- Schott, C. A... Precipitation in rain and snow
- Beazley, C. R... Dawn of modern geography
- Lucas, C. P... Historical geography of the British colonies, 4 v.
- Sturgis, R... European architecture
- Moore, C. H... Gothic architecture
- Hutchinson, C. W. C... Hints on learning to draw
- Ellis, T. J... Sketching from nature
- Pennell, J... Pen drawing and pen draughtsmen
- Tyler, E. B... Anthropology
- Robertson, G. C... Psychology
- Titchener, E. B... Psychology
- Stock, St. G., ed. Aristotle's ethics for English readers
- Zillar, E... Science of thought
- Hempi, G... German orthography and phonology
- Homer, tr. by Lang and others... Iliad
- Homer, tr. by Chapman... Iliad
- Townsend, G. F., ed... Arabian nights, 2 v.
- Matthews and Shearer... Problems and questions in physics

Miss Justout—What do you consider the marriageable age?

Mr. Outal Knight—Anywhere between the seminary and the cemetery.—Ex.
Prof. ——, grasping frisky Freshman by the collar—"Young man, I believe Satan has got hold of you!"
Facetious Youth—"I believe he has, sir." Ferne.

The Normal College Lyceum.

The Adelphic, Crescent, and Atheneum Societies held a joint meeting in the room of the latter on the evening of Nov. 26. Like all meetings of the kind it was a success, not from a literary point of view, but because it furnished an evening’s entertainment for those who remained here during the Thanksgiving vacation.

The program of the Atheneum Society on Dec. 3, was a tramp program. The evening was given up to tramps as follows: "A Tramp from a Woman’s Point of View;" "A Tramp from a Man’s Point of View;" and "A Tramp Story." A tramp Debate: Resolved, "That the tramp should be fed," affirmative side winning. The exercises closed with a tableau.

The Adelphic rooster crows loud and long. Last year we were fourth among the literary societies, when the average was made, after the final debate. But Bowen’s logic and clear cut reasoning, and Kinne’s oratory and eloquence, won a place for each of them on the debate against the Atheneums. This insures us the second place, with an equal chance for first.

A farce and extemporaneous debate made our last program very interesting.

The Olympics were most royally entertained by their brother, G. G. Warner, at his spacious residence, on the evening of Nov. 26.

The Olympics gave last Friday to "A Newspaper Program." The editorials were sensible and logical. The side talks with boys and girls were laughable, personal, wise, or otherwise. The department of live stock and poultry was instructive. "If a farmer does not want a pig to become a hog, he must not feed the pig, for if he does, the pig will make a hog of himself."

Mock Congress.

The first meeting of the Mock Congress was held was held on the afternoon of Dec. 4, in room 21. We had a very large attendance and a very excellent discussion. About sixty were present. Old members of congress are glad that the new students of the Normal take such an interest in questions of national importance. May every meeting be as successful and well attended! Prof. Ingraham was present and gave us some profitable suggestions in regard to the best ways of carrying on our work. The suggestions that we could very profitably follow were: (1) have some one to lead the discussion on each side of the question, (2) have a resolution or bill announced at least a week before the discussion comes off, (3) limit each leader to certain definite time, say ten minutes, (4) limit the speakers in general discussion to perhaps five minutes, (5) finally, always have something to say.

We solicit extemporaneous speaking, but discard extemporaneous thinking.

The Toastmasters.

The Toastmasters gave an informal reception and banquet to their lady friends at the Waldorf House last Saturday night. The evening was passed very pleasantly with chat and stories and conundrums, besides an informal musical program consisting of vocal solos by H. C. Maybee and Misses Ellis and Innis, and an instrumental solo by Miss Myra Bird. At the table Mr. H. G. Lull did the honors of the evening, and assigned toasts to various members, both to the hosts and guests. The eloquence of the former, and wit of the latter, combined in making the company forget that tempus fugit until someone suddenly remembered that the week had already drawn to a
close, and Sunday should be spent in other and quieter ways.

**S. C. A.**

Two very interesting Wednesday evening meetings are in store for the S. C. A. this month: the one led by Tracy McGregor who is superintendent of the Helping Hand Mission of Detroit, and the other by H. W. Rose, of Ann Arbor, secretary of the Y. M. C. A. at the U. of M. A Sunday address on the "Slums of Chicago," will by given by Geo. W. Gray. These form a series of talks on subjects which claim the interest and attention of all.

**Alumni et Alumnae.**

Alumni et alumnae, take notice. Chas. D. Livingston, '95, Prin. of the E. S. Jackson High School, sends in the following list:

- Matilda Hipp, '93, sixth grade, Albion.
- Robert Stockable, '89, is teaching at French Gulch, Cal.
- R. E. Murtha, '84, Supt. of the Oakdale schools, Cal.
- Grace Aldrich, '91, teaches in the Grand Rapids schools.
- Jay Foote, '95, is proprietor of a Coldwater news and book store.
- Ruth Myres, '97, teaches Latin in the E. S. Jackson High School.
- Harley Harris, '93, is minister of the M. E. church, Munsing, Mich.
- Clifford Crittenden, '92, instructor of Latin, Grand Rapids High School.
- Dwight E. Brewster, '97, is teaching very successfully near Prattville.

Pearl Hendershott, '95, teaches in the Johnston Street School, Detroit.

Chas. Curtis, '92, attorney at law in Detroit, "teaching baby" mostly this year.

Grace George, '94, teaches modern languages in the W. S. Jackson High School.

Alfred C. Snow, '89, teaches science and history in the W. S. Jackson High School.

Mrs. Standish, nee Miss Mary Stuart, who assisted Prof. Bellows in the Normal Mathematical Department, is now living at Oak Park, Ill.


Thirza Beach, student from '91 to '94, since married, died last fall. Information concerning our deceased friend will be gladly accepted and published by The News.

Verne S. Bennett, '95, who has been teaching since graduation in Souli College, New Orleans, La., started on Nov. 25 for that place; cause of delay in opening college, yellow fever.

**WHAT WAS HER MISSION?**

*Kate R. Thompson.*

**PART II.**

**DEAR FATHER:**

Well I am here at last and all I can write this time is the impression of the things I have seen in the past two days. Recitations don't begin until Monday, so I shall have plenty of time to enjoy the beauties of nature in this charming place. I really believe, if I should stay here ten years, I should not feel acquainted with any of the people. (Remember this is my first impression). They seem so independent and don't need anyone to help them, each one looks out for himself, so to speak. A timid Southern girl like me doesn't get along very well with no one to help her, but the girls whom I have met say they grow to think so much of each other, so no doubt, if I do my share, I shall get along all right. I am rooming with a young lady from Illinois, who says she is a society girl at home. She
is surprised to think I care nothing for that kind of life. I told her I had lived with my father, my old aunty, my books, papers, my pony, and nature, and I didn’t know what more I wanted. When I told her why I had come up here to school and what I intended to do with my education, she said, “I can soon take that idea out of your head and make you over. You will go back home a society girl and not a”—there is the supper bell and I must go. I will say I told Alice she couldn’t change me for I was firm.

HELEN.

* * * * *

Upon coming north, Helen had not entered a school for society girls as might be supposed from her letter. Instead she had begun her two years’ work in the best Normal College in the northern states, to which most of the girls came for work, and instead of society girls being the rule, they were the exception. Unfortunately our Helen had made the acquaintance of Alice Pullman, the so-called society girl, who exerted a great influence over her “little southern girl,” as she called Helen.

Being a good student, fond of study and of her books, Helen wasted very little time. When the other girls planned little excursions here and there on Saturday, she usually begged off, preferring to be with her books or to go out to enjoy Nature alone. Her first year passed very pleasantly. She worked hard at her lessons and was at the same time formulating in her own mind plans for what seemed to her a great enterprise.

One day Alice suddenly looked up from her books and said, “Helen, are you going home this summer, or have you planned to visit friends.” Tears came in Helen’s eyes as she said, “No, Alice, I expect to stay here most of the time, I have no friends in the North and it is so far to go for such a short time. If he can, father expects to come up before school opens again.”

“I was in hopes you would say what you did,” replied Alice, “for I intend to carry you off to my home and show you what life is.” “Anything,” said Helen, and her plans for the summer were made.

Not a moment was lost, from the time school closed until it opened again, by these two girls who seemed to have been set free to enjoy life. Helen slipped into a place among Alice’s friends, which they soon thought could be filled by none but her. They thought a year more would pass quickly, if then she could come back to them. Alice, naturally, told the girls Helen’s plans for her own future work, which, when they heard them, caused her new friends to try to persuade her to give up such a scheme. Helen had begun to think that perhaps someone else could do it better than she and that after all here place seemed with the girls whom she had so recently learned to love. “Why,” said one, impulsively, when the subject was under discussion, “we need you to help us to be better, your being with us makes us feel that there is something higher in life. Choose us for your work and let the colored children go.” Helen listened to all and began to think that after all, she would not be able to do justice to the work she had planned and the girls’ ideas seemed so reasonable, and then too she liked the happy, free life they lived. They all planned many things for the future when they would all be together, among which was a trip to Europe the next year just as soon as school closed. Helen’s father was to meet her in New York and they would all sail together, spending at least a year on the continent. The summer passed very quickly and when the time came for school to open, Helen had a very different aim in life than the one she had the year before. Alice could see that she rarely ever mentioned them now, although Helen would have been unwilling to admit that she had forgotten her little colored friends. Thinking, perhaps, her father had better know of her new plans, she impulsively penned him the following, intending to send it in a day or two, as she had just written him a long letter:

DEAR FATHER:

Don’t you think someone could fill that place better than I, and besides you know we are going to Europe, and it will be so long before I am ready.

HELEN.
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